

A Profile of REACT's Adult Learner

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From “Meeting the Needs of Adult Learners”

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REACT's Adult Learner



REACT's Older Adult Learner



- Has concrete career goals
- More mature: Problem centered- seeks educational solutions to where they are compared to where they want to be in life.
- More motivated: Results oriented- have specific results in mind for education and may drop if education does not lead to those results because their participation is voluntary. Self-directed- typically not dependent on others for direction.
- More responsible: Accepts responsibility for their own learning if learning is perceived to be timely or appropriate. . Skeptical about new information- they prefer to try it out before accepting it.
- Seldom exhibit asocial behaviors: disruptive, challenging, engaging in risky activities, aggressiveness, lashing out through physical intimidation

REACT's Younger Adult Learner

- Less defined educational and career goals
- Less mature: Subject and future oriented but may fail to understand how each subject relates to their goals. Often depend on adults for direction but will deny needing it.
- Less motivated: Likely to accept new information without trying it out or seriously questioning it. Participation may or may not be voluntary- required by parents or other authorities to attend.
- Less responsible: Depends on others to design their learning. Reluctant to accept responsibility for their own learning.
- Behavior: (particularly males): more disruptive, more likely to challenge, more likely to engage in risky behaviors, more likely to be aggressive, may become belligerent



Impact on Instruction

- Develop different learning options- group work, individual work, use of technology.
- Allow students to make choices and provide input about how they learn.
- Motivate students through frequent progress reports, e.g. The College Readiness Rubric.
- Celebrate and acknowledge success: completion of goals and tasks, e.g. end of year graduation ceremony, small reward opportunities through raffles.
- Develop team building activities to encourage a community of learners where everyone is comfortable with the learning environment.
- Strive to help students succeed despite limited time and the demands of daily living.